**PLAN B INGREDIENTS & CONVERSATION STARTERS**

(Note: All ingredients may take several stages and might not cycle through in one setting. Use ingredients in order listed.)

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| **Empathy and Understanding**  **This step identifies: What (lagging skill), when (specific time/incident), where (specific location), and with whom (specific person), and allows the adult to understand the issue from the child’s perspective.**  “I’ve noticed that ….”  “It seems like …. “  “It looks as if ….”  “What’s up with that?”  **Open-ended Questions ⎯**  “How so?”  “Why?”  “What’s going on?”  “How come?”  “I don’t quite understand. I’m confused. Can you help me understand?”  “Is there something I’m not understanding?”  “Can you tell me more about that?”    “What happened when ….?”  “What was going on when ….?”  **Reflective Listening ⎯**  “Am I right that ….?”  “I hear you saying [repeat or paraphrase]. Is that right?”  “Let’s see if I’ve got this straight.”  “Sounds like you’re saying ….”  **Educated guessing (like 20 Questions) ⎯**  “Mind if I take a guess?”  “Let me know if you think I’m getting warm.”  “Some other kids I know …”  \**If lagging skill is not viewed from the same perspective by both parties, take a break to review and return to the conversation at a later time.* | **Reassure Often ⎯**  “I’m not saying no.”  “I’m not saying you have to.”  “I’m not saying you can’t.”  “You are not in trouble.”  “I just want to understand.”  “I know there must be an important reason.”  “I know you are trying hard.”  “I really want your opinion, not what you think I want to hear from you.”  **Define the Problem**  **This step puts brings in the adult’s concern and places both student and teacher concerns on the table.**  “The thing is ….”  “My concern is ….”  “What’s important to me is ….”  \**Solutions are not concerns. Also, the child does not have to care about your concerns. You just need to hear him/her out.*  *\*If concerns are not on the table, take a break for the child to think about it and return to the conversation at a later time.*  **The Invitation**  Brainstorm solutions that are realistic and mutually satisfactory.  “I wonder if there’s a way that ….”  “Do you have any ideas?”  “I bet we can think of something that ….”  \**If no collaborative solution is immediate, then take a break for the child to consider some solutions and return to the conversation at a later time.*  After the invitation do a litmus test ⎯  “Does it work for you?”  “Is it doable?”  “Does it bring up additional concerns?”  Revisit ⎯  \**Make an appointment to revisit and see how the solution is working.* |